

Development of field-specific AI competence in Higher Education

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Abstract

This report examines how field-specific competence in artificial intelligence is being developed in higher education. Based on a qualitative, comparative document analysis, supported by exploratory pilot interviews, the report presents a non-exhaustive overview of educational cases from Norway and other countries. It distinguishes between general AI competence, field-specific competence, specialised competence and enabling competences, and uses this distinction to analyse how these technologies are integrated across academic fields. The findings identify four main models for developing field-specific competence: programme-level integration, individual elective courses, embedded course-level integration, and short-form or supplementary education. Across the cases, field-specific AI competence is increasingly being connected to fields such as economics, business, political science, law, humanities and social sciences. The report shows that field-specific competence can be developed both through formal curriculum structures and through more flexible teaching practices.